2024 Annual Reflection Worksheet

Introduction

The 2024 Annual Reflection survey is an important activity that allows your institution to thoughtfully consider your student success work with Achieving the Dream. Completion of the survey provides an opportunity for reflective practice that allows your team to assess your work and progress over the past year. The Annual Reflection also provides ATD with a better understanding of your college's current landscape; helps inform the supports that we provide to colleges; and assists us in developing the resources, learning events, and other programming that best encourage and sustain the transformation journey. The more colleges that respond to the Annual Reflection survey, the more everyone benefits. Your participation empowers us all.

Instructions

1. **Collaboratively Complete the Worksheet**
   The Annual Reflection is designed to facilitate engagement of a representative group of stakeholders to review and discuss your institution's student success and equity work. The Annual Reflection worksheet (a Word document) enables collaborative drafting of the college response that can later be transferred to the online form for submission. Your responses to each open-ended question should fall within a 150-to-300-word count.

2. **Submit Answers Via the Online Form**
   Copy and paste your collective responses from the worksheet into the **online form**. Please note that the worksheet and the online form questions are the same despite a slight difference in the format design.

The Annual Reflection survey is due April 30, 2024.

Questions
Please send an e-mail to network@achievingthedream.org or call 240-450-0075 if you have any questions. Thank you for your participation in this important reflection, planning, and learning process.

I. College Information

Institution Name:	Doña Ana Community College

Please provide the name and contact information of **the individual leading the efforts** to complete the Annual Reflection.

Name:	Dr. Monica Torres
Title:	President
Email Address:	mftorres@nmsu.edu

Enter the name and contact information for your **Institution's primary communications officer**.

Name:	Kristi Martin
Title:	Vice President, Strategic Initiatives and Relationships
Email Address:	klfm@nmsu.edu

II. Institutional Strategic Plan

The next few questions pertain to your institutional strategic plan:

	YES	NO
Are equitable student outcomes a priority in your current strategic plan?	X	
Did you develop a new strategic plan **this year** (2023-24)?		X
Will you develop a new plan or engage in a strategic plan refresh **next academic year** (2024-25)?	X	

↘We see that your institution plans to develop a new strategic plan in 2025-26. What, if anything, can ATD do to support your strategic planning process? CRAFT YOUR ANSWER IN THE BOX BELOW.

A small planning group will be attending the Higher Learning Commission's Strategic Planning workshop this summer in anticipation of starting work on the 2025 strategic plan during the Fall 2024 semester. As we work on the new plan, we may engage our coaches with questions. We also plan to use the new ICAT to inform our plan.

III. Institutional Capacity Building

Which of the following were a primary focus of your institutional capacity building efforts **this academic year** specifically (2023-24)? Choose all that apply. MULTIPLE CHOICE

	Communication & Engagement
X	Data & Technology
X	Equity
	Leadership & Vision
	Policies & Practices
	Strategy & Planning
X	Teaching & Learning

	YES	NO
Did you administer the ICAT and/or hold a capacity café this year?	X	

ATD has a new Institutional Capacity Assessment (ICAT) framework that incorporates new capacity areas like organizational agility, digital transformation, disciplined implementation, and community connectedness. The new tool will be available for administration in the Spring of 2025.

How likely will your institution be to administer the new ICAT and host a community café to process data findings **next year (Spring 2025)**? MULTIPLE CHOICE-CHOOSE ONE ANSWER

	Not at all likely
	Somewhat likely
X	Very likely
	Extremely Likely

IV. Student Success Priority Goals & Challenges

In addition to institutional capacity building, ATD is interested in the overall student success goals that colleges have set for themselves. Please describe your top three institutional student success priority goals **for this year specifically** (academic year 2023-24): CRAFT YOUR ANSWERS IN THE BOXES BELOW.

Priority Goal 1	Goal: To build K-12 pathways, DACC will establish new and bolster existing partnerships with K-12 colleagues to facilitate students' college and career readiness. Progress: In the area of Student Services, DACC is active in bolstering relationships with K-12 stakeholders. Admissions advisors routinely offer tours of DACC campuses and highlight its programs to multiple elementary and middle schools in surrounding areas. DACC staff also contribute to Las Cruces Public Schools (LCPS) supporting initiatives such as the "Be Pro, Be Proud" event, LCPS Migrant program, LCPS Plan My Future event. Through the Student for a Day program, several middle school classes had the opportunity to immerse themselves in the college experience at DACC, preparing them for future academic endeavors. These endeavors underscore DACC's dedication to nurturing the next generation of college-bound students and strengthening educational pathways from K-12 to higher education. DACC students are equally committed to this mission. Recently, the Student Government Association (SGA) at DACC organized a highly successful Day with SGA event, engaging over 100 middle school students in a leadership workshop hosted at the DACC East Mesa Campus. Additionally, SGA actively participated in Teacher Appreciation Week at a local middle school, reinforcing collaborative ties with educators. The ENLACE program collaborates with K-12 schools, offering elective courses in middle and high school focused on culture, identity, and college preparation. High school students engage in legislative internships and campus visits, while middle schoolers attend ENLACE conferences and engage in community service projects. Both levels contribute to school-specific initiatives and volunteer at various events throughout the year. On the academic side, there is still work to be done. However, DACC did establish the "Pathways to Success Collaborative," a committee comprised of faculty and staff dedicated to supporting the development of college-going culture throughout the K-12 pipeline. Our objectives are to increase student and community engagement with college environments and activities.
Priority Goal 2	Goal: To build a culture of excellence in teaching and learning, DACC will build an infrastructure to sustain effective online teaching and learning. Progress: With DACC's online-only enrollment at nearly 40%, and another 40% enrolling with a combination of online and on-campus, 80% of our students were taking at least one online course in fall 2023. We anticipate this trend to continue. DACC is taking many steps to build a culture of excellence in teaching and learning by building an infrastructure to sustain effective online teaching and learning. DACC will (1) adopt an institutional online and hybrid course template to provide consistent quality course design to it's online learners that will increase student success and retention; (2) require all online and hybrid faculty to become certified online faculty by completing three levels of online teaching professional workshops within their first online or hybrid teaching assignment to ensure they are prepared to offer online students an excellent online experience in which they have academic success and satisfaction and (3) the adoption of QM certified master courses across all divisions will create courses that

	encompass online best practices and course alignment as well as provide quality and consistency to full- and part-time faculty who teach them and the students who take them.
Priority Goal 3	Goal: Expand the use of early momentum metrics as leading measures to track students' progress toward their educational goals. We will track Credit Momentum, Gateway Course Completion for English and Math, and Program Momentum for three types of programs: one selective CTE program, one non-selective CTE program, and one transfer program.

Progress – Credit Momentum: In October 2023, DACC held a data summit focused on Credit Momentum. A group of almost 100 faculty and staff examined credit momentum for new degree-seeking students enrolled in Fall 2021 and Fall 2022, disaggregated by full-time/part-time attendance, gender, and race-ethnicity. Observations and feedback about next steps were gathered.

Progress – Early Momentum Metrics: DACC's Postsecondary Data Partnership (PDP) dashboard went live in late December 2023. A pilot group has been given access to the dashboards and will meet throughout the summer to examine data and create a plan for broader dissemination of the PDP data. Also, DACC now has an organizational membership to the Association for Institutional Research (AIR) which will provide increased access to professional development related to usage of the PDP.

Progress, Set Back, and Next Steps – Gateway Course Completion: Institutional Analysis partnered with the English Department to build a Tableau dashboard to be used to track and analyze success in Gateway English courses. Unfortunately, DACC has had some challenges with the Tableau license and will be migrating dashboards to Power BI. Next steps are to build a Gateway Course Momentum dashboard for the Math Department and migrate the English Department dashboard to Power BI.

Delayed – Program Momentum: Using program momentum to track students' progress is a continuing goal for next year. The first step in this process will be identifying a few programs (one selective CTE program, one non-selective CTE program, and one transfer program) to partner with Institutional Analysis to build program-specific dashboards and explore the usage of success markers in Navigate. |

To what extent did each of the following hinder progress towards priority student success goals **this year** (academic year 2023-24)?

	Hinderance Level			
Internal Factors:	**Not at all**	**Some**	**Strong**	**Extreme**
a. Maintaining urgency for student success	X			
b. Competing institutional priorities		X		
c. Financial resource limitations	X			
d. Talent recruitment, retention, competitive wages			X	

	Not at all	Some	Strong	Extreme
e. Transition in presidential leadership	X			
f. Transition in senior and/or mid-level leadership			X	
g. Building broad-based faculty and staff support	X			
h. Communicating for understanding and buy-in		X		
i. Getting students back on campus (versus online only)	X			
j. Institutional data capacity			X	
k. Accreditation visit				X
External Factors:	**Not at all**	**Some**	**Strong**	**Extreme**
l. Local and state budget support	X			
m. State legislative issues related to DEI	X			
n. Employer recruitment of students prior to completion	X			
o. Natural disaster (flooding, hurricane, fire, etc.)	X			
Add My Own:	**Not at all**	**Some**	**Strong**	**Extreme**
p.				

Will your student success priority goals for this year change for the next academic year or remain the same?

	Change
	Remain same
X	A little bit of both

→If your student success priority goals will change for next year, tell us how they will change. **CRAFT YOUR ANSWER IN THE BOX BELOW**

New goal: Based on an AtD coach-facilitated Teaching & Learning Summit, the college will focus on strengthening teaching and learning at DACC by establishing and investing in a professional learning framework that is sustainable. To that end, a summer working group of faculty and staff will convene to plan logistics. The group will submit an application for AtD's Building Capacity for Change seminar to begin work in this area.

V. Tracking Student Success

Please indicate which of the following key performance indicators were tracked by your institution **this year**?

	YES	NO
a. Service area demographics compared to student enrollment demographics	X	

b.	Program enrollment by student group (e.g., racial/ethnic groups, first generation, etc.)	X	
c.	Program alignment with regional labor market needs	X some	
d.	Early momentum metrics (like zero credits in the first semester, completion of gateway English and gateway math in year one, credit accumulation in year one, etc.)	X	
e.	Completion of a certificate or degree within four years of initial enrollment		X
f.	Baccalaureate degree attainment within 6 years of community college enrollment		X
g.	Workforce outcomes (like Job placement rates, earnings post completion)	X some	
h.	Economic and social mobility post completion		X
i.	Student debt compared to earnings by academic program		X
j.	Years to recoup full educational investment (ROI)		X
k.	Community impact (e.g., educational attainment, median family earnings, etc.)		X
l.	Other: Please specify using space provided		

VI. Student Success Solutions and Strategies

In addition to your overarching student success goals, we are interested in the nature and type of reform initiatives your institution engaged in during the 2023-24 academic year.

Let's start with **Holistic Student Supports**. Please indicate which of the following reform initiatives contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)?

		YES	NO
a.	Advising design or redesign		X
b.	Simplifying/streamlining student admissions/onboarding	X	
c.	Stronger career guidance for students/career plans	X	
d.	Expanding basic needs support/culture of care for student (food, housing, transportation)	X	
e.	Creating a stronger sense of belonging among students	X	
f.	Communications audit		X
g.	First year experience or course redesign		X
h.	24-7 student supports (through mobile app or other strategies)		X
i.	Development of student educational plans		X
j.	Development of a student portal (single sign on/single view)		X
k.	Purchase, configuration, or implementation of a case management/ early alert CRM		X
l.	Integration of academic and non-academic supports for students	X	
m.	Expansion of learn and earn programs		X
n.	Other: Please Specify		

What type of support can ATD provide to help your institution advance your **Holistic Student Success** reform initiatives? CRAFT YOUR ANSWER IN THE BOX BELOW

Models for assessing the impact of holistic student success initiatives.

Shifting to **Teaching and Learning**, please indicate which of the following reform initiatives contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)?

	YES	NO
a. Strategies to place students in college-level coursework (like multiple measures)	X	
b. Developmental education reform (e.g., corequisite models)		X
Flexible Offerings:	**YES**	**NO**
c. Course scheduling and optimization (e.g., annual schedule)		X
d. New/expansion of flexible course offerings (e.g., online, weekend, evening, hybrid, etc.)	X	
e. Shortened or accelerated academic terms		X
f. Development of micro-credentials	X	
g. Competency-based programs (CBE)		X
h. Strategies to improve technology enhanced instruction	X	
Instructional Practices:	**YES**	**NO**
i. Culturally responsive teaching practices	X	
j. Social justice education		X
k. Pedagogical improvements to engage students in active learning	X	
l. Expansion of open educational resources (OER)		X
Pathways to Success:	**YES**	**NO**
m. Organizing academic programs by meta-majors, clusters, or "schools" to align curriculum within the clusters		X
n. New course sequencing maps or guides (full time course sequences, part-term course sequences; early core course exposure or "light your fire" courses, math/English in first year, etc.)		X
o. New math pathways		X
p. New articulation and transfer agreements or expansion of transfer partners		X
q. Credit and non-credit system integration and/or pathways		X
Expansion of Work based Learning:	**YES**	**NO**
r. Expanding work-based learning opportunities for students (including practicums, internships, etc.)		X
Faculty Support:	**YES**	**NO**
s. Enhanced professional learning for faculty (including development/expansion of a new Center for Teaching & Learning)	X	
Add My Own:	**YES**	**NO**
t. Other: Please specify		

What type of support can ATD provide to help your institution advance your **Teaching and Learning** reform initiatives? CRAFT YOUR ANSWER IN THE BOX BELOW

Professional learning on culturally responsive teaching practices. Professional learning on trends/best practices in developmental education (including, but not limited to co-requisite model), specifically information about eight-week model for dev. ed math and English.

Now let's consider your efforts to develop an **equity-minded culture**. Which of the following Equity-based reform initiatives contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)?

		YES	NO
a.	Development or refinement of an institutional equity statement	X	
b.	Equity minded goal setting	X	
c.	Additional effort to define equity in understandable terms	X	
d.	Identification of policies and practices that create barriers for students	X	
e.	Facilitation of equity-minded conversations (courageous conversations)	X	
f.	Teaching practices that are more relevant to all students cultural, lived, and learned experiences	X	
g.	Identification of student groups in need of additional support through data disaggregation		X
h.	Equity minded digital learning strategies	X	
i.	Professional learning to enact equity minded and inclusive campus culture	X	
j.	Other. Please specify		

What type of support can ATD provide to help your institution foster an **equity-minded culture** that leads to more equitable student outcomes? CRAFT YOUR ANSWER IN THE BOX BELOW

Professional learning opportunities (webinars) in the area of equity-minded digital learning strategies. Models for identifying student groups in need of additional support through data disaggregation.

Shifting to institutional **data capacity**, which of the following reform initiatives contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)? Data Summit or engagement opportunities for faculty and staff to determine meaning and application of data for student success.

		YES	NO
a.	Institutional dashboard creation or other strategies to get data into the hands of faculty and staff	X	
b.	Collecting quantitative and qualitative data to better understand the experiences of diverse student populations	X	
c.	Use of PDP dashboards	X	
d.	Organizing data around early momentum, milestone, and mobility metrics	X	
e.	Equity-minded data analysis and visualization improvements	X	
f.	Development or implementation of a data literacy program for faculty and staff		X
g.	Other: Please specify		

What type of support can ATD provide to help your institution advance a culture of evidence and inquiry (**data capacity**)? CRAFT YOUR ANSWER IN THE BOX BELOW

> Examples/models of data literacy programs for faculty and staff. Professional learning opportunities related to data capacity.

Thinking about your **K12/Gateway to College** efforts, which of the following reform initiatives contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)?

	YES	NO
a. Expansion of K12 partnerships	X	
b. Dual enrollment expansion	X	
c. Implementation of a new early college high school		X
d. New summer bridge programs		X
e. Increased college advising for K12 students		X
f. Curriculum alignment with K12 partners		X
Other: Please specify: Establishing the "Pathways to Success Collaborative," a committee dedicated to supporting the development of college-going culture throughout the K-12 pipeline, and increasing student/community engagement with college environments and activities.	X	

What type of support can ATD provide to help your institution advance your **K12/Gateway to College** reform efforts?

> DACC could benefit from learning more about ATD's Gateway to College initiative to see if it would be a good fit for our local population of students and school district partners. Models of successful K-12 partnerships with community colleges (focus on elementary and/or middle schools).

For our final inquiry into your reform initiatives, which of the following **Strategic Enrollment Strategies** contributed to your student success priorities **this year specifically** (i.e., academic year 2023-24)?

	YES	NO
a. Recruitment of marginalized or minoritized K-12 students	X	
b. Recruitment of adult learners who tend not to pursue postsecondary education	X	
c. Reconnection of adult learners with some college/no degree	X	
d. Purchase, configuration or implementation of a "pipeline" CRM		X
e. New strategies/partnerships to reduce student share of cost		X
f. New financial incentives to spur enrollment	X	
g. Other: Please specify:		

What type of support can ATD provide to help your institution advance your **Strategic Enrollment** reform initiatives? CRAFT YOUR ANSWER IN THE BOX BELOW

VII. Annual Accomplishments

Thinking about institutional accomplishments, what would you say is the ONE student success accomplishment your institution is MOST proud of **this academic year**? CRAFT YOUR ANSWER IN THE BOX BELOW

DACC is most proud of our new in-house food pantry "Comfort Casita" [Spanish for "little house] located at one of our main campuses. The Casita is part of DACC's "AVANZA" [Spanish for "ADVANCE" wrap-around services program and provides free supplementary food assistance to current DACC students, staff, and faculty. The Casita, intended to lessen the burden of the growing economic challenges our community faces, is funded by the Basic Needs Grant Thrive project. As of May 6, 2024, the Casita has had 4,954 food pantry visits, with approximately 538 individual student visits.

To what extent did ATD have a direct impact on your student success accomplishments **this academic year**?

Inclined to say strong because data summit really impacted the way IA disaggregates and present data, though it's still work in progress. Also, T&L forums and summit has driven T&L series, discussion about online teaching and learning, etc

	No impact
	Some impact
X	Strong Impact
	Extreme Impact

How much progress did your college experience in the following areas **this year specifically** (2023-24)?

	Progress Level			
	Not at all	**Some**	**Strong**	**Extreme**
a. Increased enrollment in traditional age learners (18-24)		X		
b. Increased enrollment in adult learners (age 25 +)		X		
c. Reductions in student share of cost/student debt		X		
d. Integration and alignment of student success initiatives with priority goals		X		
e. Intensified focus on student success among faculty and staff		X		
f. Attitudinal shift toward student-focused culture			X	
g. Broader engagement of faculty and staff			X	
h. Creating an equity minded culture		X		
i. Narrowing equity gaps		X		
j. Increased use of data to inform decision making		X		

k. Revised and/or new policies and procedures to support student success		X	
l. Structural changes toward a student-focused culture		X	
m. Improvements in student retention		X	
n. Improvements in student completion		X	
o. Stronger workforce outcomes for students (employment, earnings, etc.)	X		
p. Other: Please specify:			

Did your institution use any of the following frameworks to support student success reform efforts this year?

	YES	NO
a. Guided pathway framework (clarify the path, get students on a path, keep them on path, ensure learning)		X
b. Loss-Momentum framework		X
c. ATD's Community Vibrancy Framework		X
d. Your institutional strategic plan	X	
e. Other: Please specify:		

How, if at all, is your institution using AI to automate, to solve problems, and/or drive results (e.g., Use of AI for transcript audits)? CRAFT YOUR ANSWER IN THE BOX BELOW

DACC staff leaders, along with partners from our parent institution (NMSU) are testing the following AI features within EAB Navigate 360, our integrated management system:
- **Message Content Creator** - Integrated into all places staff create messages for students, the message content creator is an AI assistant that helps staff review, edit, and improve messages. Enhancements include content, format, and tone.
- **Report Filter Assistant** - Embedded in Navigate 360 reports, the AI-powered filter assistant allows users to extract data from reports using plain language input. User requests are translated to Data Filters while respecting all access permissions.
- **Knowledge Bot** - Provides a place for students to ask questions directly in their Navigate360 student app and receive timely, relevant answers.

Once testing is complete, these AI tools will be released for use by campus users with appropriate roles and permissions to enhance student support.

What are the greatest concerns your institution has about AI? CRAFT YOUR ANSWER IN THE BOX BELOW

Teaching students about the ethical implications of AI use. The lack of a system-wide policy/stance on the use of AI. The need for potential revision of the academic misconduct policy and procedure.

VIII. Network Benefits

Please rank the top 3 benefits of ATD Network participation for your institution this year where 1 is the most important benefit. To rank, number the three most important benefits into positions 1, 2, and 3.

RANK	Benefit
	ATD Toolkits/Resource Materials
1	Coaching
	Data Summit
	Distinction of ATD Leader, Leader College of Distinction, or LMA winner
2	DREAM Annual Conference
	Grant opportunities
	Learning about latest issues and trends relevant to student success
	Learning about successful reform strategies
	Other Learning Events (not Data Summit or DREAM)
	Participation in ATD cohort-based learning (like RELA, Nursing Pathways, Community Vibrancy cohort, etc.)
3	Webinars
	Other: Please specify

Which of the following ATD resources did your institution use this year (2023-24)? Choose all that apply.

	Equity Minded Digital Learning Strategies
	Equity Toolkit
	Facilitator's Guide to Support Student Focused Partnerships
X	Guide to Prepare for Shortened Academic Terms
	Holistic Student Support Toolkit
	Know Your Students Guide
	Realizing the Promise of Professional Learning
X	Teaching & Learning Toolkit
	Other: Please specify
	We did not use any of the ATD resources listed here this year.

For which of the following reasons did your institution visit the ATD website? Choose all that apply.

X	Find/download a resource
X	Learn about ATD Services
	Learn about joining the ATD network
	Learn general information about ATD
X	Register for an event
	Other: Please Specify
	We did not visit the ATD website this year

During the 2023-24 year, ATD launched a new resource for colleges called the Strategy Hub. What topic area(s) would your institution like to see added to the Strategy Hub as we grow ATDs new resource? CRAFT YOUR ANSWER IN THE BOX BELOW

Data capacity K-12 Strategic Partnerships

Would you like to submit a strategy, spotlight, or resource to the ATD Strategy Hub?

YES	NO

We appreciate your interest in contributing to the Strategy Hub. Please describe your submission below:

What influenced your decision to choose ATD services? Check all that apply.

X	Customization of Service
	Price
X	Quality of service
	Range of Services
	Recommendations from Peers
X	Reputation
	Testimonials
	Unique Features / Innovations
	Other: Please specify

What is the one primary way you would like to receive information about new services or updates from ATD?

	Convenings/Events
X	Electronic Newsletters
	Email
	Social Media
	Website/Blog updates
	Other: Please specify

How likely would your institution be to recommend ATD to other colleges?

	Not at all Likely
	Somewhat Likely
	Very Likely
X	Extremely Likely

What new services or areas of emphasis you would like to see from ATD in the future?

What topic areas would you like to see covered through ATD events and webinars next year? CRAFT YOUR ANSWER IN THE BOX BELOW

-Teaching & Learning (teaching in online/hybrid formats; teaching & learning excellence) -Preparing for Shortened Academic Terms -Academic Affairs/Student Affairs partnerships -Emotional Intelligence and Leadership

What new convenings/events would you like to see from ATD in the future? CRAFT YOUR ANSWER IN THE BOX BELOW

N/A

Would you like an ATD staff member to contact you to discuss your future participation with ATD?

YES	NO

IX. College Characteristics

We have just a few more questions about your institution to help us determine patterns in survey responses.

In what year did your institution <u>first</u> join ATD? _____

Did your institution participate in any of the following ATD cohorts during the 2023-24 year?

ATD Cohorts	Yes	No
Accelerating Equitable Outcomes		X
Accelerating and Diversifying Nursing Pathways		X
Community Vibrancy		X
Improving Economic Mobility for Adult Learners		X
MACP (TCU)		X
Project Success (TCU)		X
Racial Equity Leadership Academy (RELA)		X
Rural College Leadership Program		X
Rural Resiliency		X

Which of the following best describes your institution's level of engagement with ATD **this year:**

	a. 1 coach, 1 visit
	b. 1 coach, 2 visits
	c. 2 coaches, 1 visit
X	d. 2 coaches, 2 visits
	e. 2 coaches, 3 visits
	f. No coaching, annual network benefits only

	g. Other: Please specify

Does your institution currently have any of the following designations? Choose all that apply.

	a.	ATD Leader college
	b.	ATD Leader college of Distinction
	c.	Leah Meyer Austin (LMA) award winner
X	d.	None during the 2023-24 year

Which of the following best describes the total number of credit-seeking students served by your institution **this year**?

	a.	Less than 1,000 students
	b.	1,001-4,999 students
	c.	5,000-9,999 students
	d.	10,000-19,999 students
	e.	20,000 students +

Is your institution formally designated as any of the following (per federal definition or guidelines)?

	Yes	No
Asian American and Native American Pacific Islander Institution (AANAPISI)		X
Hispanic Serving Institution (HSI)	X	
Historically Black College & University (HBCU)		X
Primarily Black Institution (PBI)		X
Tribal College & University (TCU)		X

Which of the following describes the location of your main campus?

	Rural
	Suburban
X	Urban/City

X. Wrap Up
Please offer any additional comments and/or suggestions for ATD generally or about your ATD experience. CRAFT YOUR ANSWER IN THE BOX BELOW

Can we quote your answers in our promotional materials with attribution?

	Yes, with attribution (your institution may be identified).
	Yes, but do so without identifying our institution.

No, do not quote our responses in promotional material.